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| <b>Title:</b>                          | Animal Story   |
| <b>Grade(s):</b>                       | 4  |
| <b>Subject(s):</b>                     | Science  |
| <b>Author:</b>                         | ICAC Team  |
| <b>Overview:</b>                       | After the teacher reviews background information on classifying animals, each student or group of students will use Microsoft Word to write a story with illustrations about a selected animal.  |
| <b>Content Standards:</b>              | <p>SC (4) 6. Classify animals as vertebrates or invertebrates and as endotherms or ectotherms.</p> <p>TC (3-5) 1. Use input and output devices of technology systems.</p> <p>TC (3-5) 2. Use various technology applications, including word processing and multimedia software.</p> <p>TC (3-5) 10. Use digital environments to collaborate and communicate.</p> <p>TC (3-5) 12. Create a product using digital tools.</p> <p>ELA (4) 12. Organize information on a specific topic obtained from grade-appropriate reference materials.</p> |
| <b>Local/National Standards:</b>       |  |
| <b>Primary Learning Objectives:</b>    | <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Use reference books to locate information about an animal;</li> <li>2. Use Microsoft Word to type a story containing the characteristics of a selected animal, including correct identification of the organism as endotherm/ectotherm and vertebrate/invertebrate;</li> <li>3. Use paper &amp; markers to illustrate their story.</li> </ol>  |
| <b>Additional Learning Objectives:</b> | Students will develop knowledge of Microsoft Word by using the application to type a story that includes pictures.   |
| <b>Approximate Duration of Lesson:</b> | 60 minutes   |
| <b>Materials and Equipment:</b>        | Books and magazines about a variety of animals, paper & markers  |
| <b>Technology Resources Needed:</b>    | Computer with Microsoft Office and a Digital Camera; for extension activity: wireless Internet connection  |
| <b>Background/Preparation:</b>         | Students should be familiar with the terms vertebrate, invertebrate, endotherm, and ectotherm.   |
| <b>Procedures/Activities:</b>          | <p>Step 1 <i>Introduction/Review</i></p> <p>Remind students of the characteristics of organisms including:</p> <ul style="list-style-type: none"> <li>• <b>Endotherms</b> generate heat to maintain their body temperature;</li> </ul>   |

- **Ectotherms** regulate their body temperature by exchanging heat with their surroundings;
- **Vertebrates** have backbones;
- **Invertebrates** do not have backbones;
- **Kingdoms** are the highest level of classification and there are 5 kingdoms:  
**Animals, Plants, Fungi, Protista, Bacteria**
- (Bacteria are sometimes divided into **Eubacteria** and **Archaeobacteria**, making 6 kingdoms.)

Step 2 *Prepare for Activity*

Divide students into groups of 2-4, so that each group has a laptop.

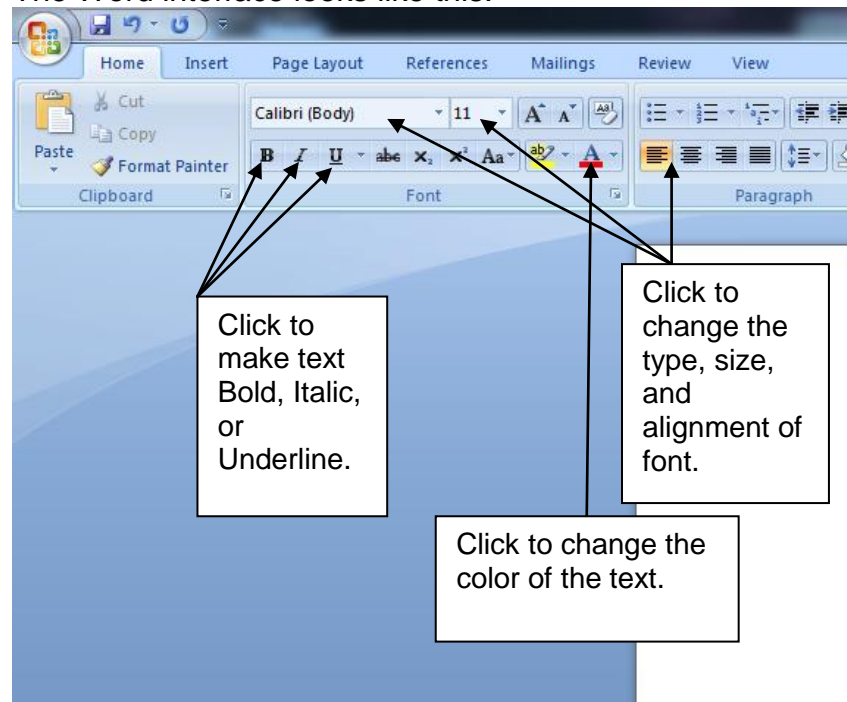
Tell the class that each group will choose an animal to write a story about. The story must state whether the animal is a vertebrate or invertebrate and whether it is an endotherm or ectotherm.

Tell students to use their imaginations to create a story about the life of their animal. Describe the animal's environment and how it interacts with other animals around it. Students may use available texts about animals to make their selection and to gather information.

Step 3 *Writing the story*

Launch Microsoft Word.

The Word interface looks like this:



Students may begin writing their story, being sure to include the elements mentioned above (invertebrate/vertebrate, endotherm/ectotherm). They may also use the available texts to find more detailed information about their animal (habitat, diet, etc.).

**Step 4** *Collecting pictures for the story*

Inform the class that they will be illustrating their stories. Students will first use the paper & markers to draw illustrations. Then, they will take photos of the illustrations & insert them into the story.

**Step 5** *Inserting pictures into the story*

Find where your pictures are located on your computer. Right click with your mouse the picture you want to use, and select "Copy." Now, return to your Word document and point your cursor to where you would like your picture. Right click once again with your mouse and select "Paste." Be sure to save your Word document!

Students may now share their stories with the class.

**Attachments:**

Rubric

**Assessment**

**Strategies:**

See Rubric

**Extension:**

(Wireless connection needed) Students may access the Internet to gain more information about their animal.

**Remediation:**

Group members may help each other. The teacher may find it beneficial to assign roles to group members: typist, researcher, picture taker, artist, presenter.

Assessment Rubric for Animal Story

| Score   | Completely-4 | Mostly-3 | Somewhat-2 | Not at all-1 |
|---|--------------|----------|------------|--------------|
| <b>Science:</b><br>Correctly identified animal as invertebrate/vertebrate; endotherm/ecototherm.          |              |          |            |              |
| <b>Technology:</b><br>Appropriately used Word to type a story with illustration.                          |              |          |            |              |
| <b>Participation:</b><br>Worked cooperatively with the group.   |              |          |            |              |
| <b>Research:</b><br>Appropriately used books and other references to gather information about the animal. |              |          |            |              |